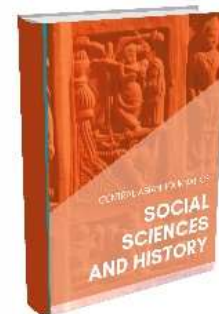




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Teaching Vocabulary Through Word Games

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Abstract:

Teaching vocabulary is difficult for everyone. But we try to teach vocabulary during our lessons in effective way. Teachers face a variety of difficulties during teaching vocabulary. Teaching vocabulary to English language learners is an important part of student's language development. There are a variety of different methods. Here we are going to give information about different interactive games that are very interesting for teaching vocabulary. The result is using games can be easy and interesting for learners to learn English, so that students can get some impressions in some words, so they do not have to memorize word by word or feel bored.

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INTRODUCTION

Nowadays great attention is paid to teaching foreign languages in our country. And of course innovative methods are being used in the teaching process. Some of the educational institutions are using different technology and internet to teach language. On December 10, 2012 the first President of the Republic of Uzbekistan Islam Karimov signed a decree "On measures to further improvement of foreign language learning system". It is noted that in the framework of the Law of the Republic of Uzbekistan "On education" and the National Program for Training in the country, a comprehensive foreign languages' teaching system, aimed at creating harmoniously developed, highly educated, modern-thinking young generation, further integration of the country to the world community, has been created. English is as an international language. In Uzbekistan, English has been applied for any levels. It has

been applied from kindergarten up to college. It means that, English is not something new in our country. Many people use it to communicate each other in daily life.

It is known within institutions of higher education that English is taught as a separate subject matter in almost all university fields. Besides, teachers fulfilling this task design the content of language courses by themselves because administrative authorities do not provide them with syllabuses to guide them in what to teach and how. In this work, we are going to study learners' objectives and needs, and give the essential information for the design of planning of teaching English syllabus for students of ESP. Planning is an essential component of successful teaching, but when it comes to define it there is some confusion most of the time because it is a traditional term that is used in industry. But, nowadays it is highly related to effective teaching in a way that a key aspect of effective teaching is having a plan for what will happen in the classroom. It is said that a great deal of the teacher effectiveness has to do with the ability to design Lesson Plans, since Preparation is the most important thing a teacher does.

Topicality of the work: The main research problems are to in learning vocabulary, there is many teaching vocabulary problems that actually teachers faced or wrong techniques. Learners have to memorize the word. As foreign language students, students have to know the meaning of the word. They also have to know the part of speech of each word whether it is noun, verb, adjective or adverb as so on.

Aim and tasks of the research: The main aim of this study is specifically designed to find out how to develop game materials and hopefully come out with results providing insight to the question "How can we easily memorize vocabulary items and how can we promote effective ways to learn English vocabulary in a relaxed manner. The findings suggest that the use of games in foreign language learning may benefit the process in many aspects such as memory of vocabulary. The results proved that the occurrence of memorize is improved with games, and therefore may be a more efficient way to encourage language acquisition. All the methods and word games included in the qualification work have proven their results in practice and are still being used by foreign language teachers.

Object and subject of the research: Games in vocabulary teaching, English words, phrases and various combinations were taken as the object of the work. As a subject, various word games can be accepted, which can be used in the process of learning English vocabulary.

Practical significance of the research results: In today's global world, learning foreign languages has become the need of the hour. Learning English has become an urgent issue in all aspects: in education, cultural and educational life, business, politics and even tourism. In this regard, it is important to study English intensively.

The structure of the research includes introduction, two chapters, conclusion and the list of used literature.

Theory and practice of teaching vocabulary through word games in language classes.

1.1 The notion of vocabulary and its types.

In fact, the term "vocabulary" can refer to a group or an individual's knowledge of a variety of terms. It may also refer to the vocabulary used by experts in a certain subject or activity. Reading comprehension depends on vocabulary. Without understanding the meaning of the majority of the words,

readers cannot comprehend what they are reading. Children must acquire the definitions of new terms that are not already a part of their speech vocabulary as they go to reading increasingly complex books. All the words in a language that are comprehended by a certain individual or group of people are referred to as that person's or group's vocabulary (from the Latin for "name," also known as wordstock, lexicon, and lexis). Active and passive vocabulary are the two primary categories. The words we comprehend and employ in regular speech and writing make up our active vocabulary. Words that we may recognize but don't typically employ in everyday conversation make up passive vocabulary. How many words does the English language actually contain? There is not a concrete response to that query. The definition of actual vocabulary must be agreed upon in order to arrive at a reasonable total. The Oxford English Dictionary's 1989 edition had more than 500,000 definitions, according to the reference book's editors.*

There are typically roughly 100,000 items in a dictionary. The number of words and word-like forms in modern English is over a billion words, according to an unreliable but reasonable estimate that includes lists of geographical, zoological, botanical, and other specialist jargon. Similarly, a person's vocabulary encompasses more than just their complete word knowledge. It also considers what people have gone through, thought about, and either accepted or rejected. As a result, rather of having a set measurement, vocabulary is flexible. According to David Wolman, a frequent writer on language, contributing editor at Outside, and longstanding contributor at Wired, "English, possibly more so than any language on earth, has a magnificently bastard vocabulary." Between 80 and 90 percent of the terms in the Oxford English Dictionary, according to him, are borrowed from foreign languages. He reminds us that Old English already included Germanic, Celtic, and Roman influences with traces of Scandinavian and Old French, lest we forget. "The lexicon of English is today 70 to 80% constituted of terms of Greek and Latin origin, but it is clearly not a Romance language, it is a Germanic one," claims Ammon Shea, the author of numerous volumes on obscure words. The fact that it's very easy to create sentences without utilizing words with Latin roots, but "pretty much impossible to generate one without terms from Old English," he claims, serves as evidence for this.

The importance of vocabulary is described in the following paragraphs. Vocabulary is a necessary component of everyone's existence.

1. For effective communication and expression, vocabulary is essential.
2. The foundation of reading comprehension is vocabulary.
3. Thinking vocabulary and linguistic vocabulary coexist.
4. Terminology frequently serves as a foundation for judgment.
5. Vocabulary is crucial for communicating anything.

Three Tiers of Vocabulary. Vocabulary is described with the following three tiers:

1. Basic Vocabulary

* Ahmed, M. o. (1989) Vocabulary learning strategies. In Paul M. (ed). Beyond Words, 3-14. London: CILT.

The first tier of vocabulary is made up of fundamental terms. Normally, there is just one meaning for these terms, therefore no explanation is necessary. This tier includes early reading words, sight words, adjectives, verbs, nouns, etc. This tier in English consists of 8000-word families.

2. Frequently Used Words

This vocabulary level, which is also known as the multiple meaning vocabulary level, includes terms used in a number of contexts, including literature and adult dialogue. Reading and speech are affected. This tier has word families of 7000 words.

The characteristics for tier two words are as follows:

- It has several connotations.
- Essential for understanding reading
- Ordinary language for adults
- Descriptive language
- A multicultural setting, in other words
- Used to provide explicit instruction

Low-frequency Vocabulary:

This tier includes the terms that are used only when especially necessary or in a certain domain, such as the weather, technology, area, employment, hobbies, school, etc. This level of vocabulary in English consists of about 4 lakh words.

Types of Vocabulary:

On the basis of spoken and written vocabulary, different forms of vocabulary may be classified. Even before writing and reading, children begin to increase their vocabulary by speaking and listening. Every kind of terminology has a unique function. Yet, the growth of one kind of language helps the development of another.

The types of vocabulary are discussed below briefly.

1. Listening Vocabulary

Listening vocabulary comprises words that we understand through hearing. A fetus may start recognizing some words when in the womb. Learning new words is a continuous process, and by the time you reach adulthood, almost fifty thousand words are understood and recognized by you. Deaf people can be exposed to visual listening vocabulary for learning.

1. Speaking Vocabulary

Speaking vocabulary consists of words that we actually speak. It has a horizon of around 5000 to 10000 words. These are used for giving instructions and conversations. The number of words in this category are comparatively lesser than the listening vocabulary.

3. Reading Vocabulary

The major ingredient of vocabulary building is reading. Reading grows and develops your vocabulary. The words we get to learn while reading a text are termed as reading vocabulary. It may

happen that we understand words through reading vocabulary even if we don't use it in speaking vocabulary.

4. Writing Vocabulary

Words we recoup while expressing ourselves through writing are termed as writing vocabulary. Writing vocabulary is normally influenced by the words we are able to spell. We find it easy to express verbally, through facial expression, or intonation, but writing vocabulary depends upon our expertise in vocabulary.

5. Final Vocabulary

Richard Rorty discovered this term 'Final Vocabulary'. It is a collection, set, or group of words that every person applies to justify their actions, beliefs, and lives. Final vocabulary comprises words a person avails to praise, contempt, express deep feelings, hopes, doubts, etc.

Ways to Improve Your Vocabulary:

Students can adopt several ways to improve their vocabulary. A few important ways to improve vocabulary are given here:

- **Develop a Reading Habit:** Students can improve their vocabulary if they develop a reading habit. It is easy to improve vocabulary when they come across new words while reading a novel or a newspaper article. They can add new and unfamiliar words to their list.
- **Dictionary and Thesaurus:** Students can use online dictionaries and thesauruses for improving vocabulary. They can find synonyms to the words that are far better than the words used by them. Dictionaries can help students to learn about root words, related words, and antonyms.
- **Word Games:** Word games such as scrabble and hangman are useful for students to expand and enhance their vocabulary. Students can note down the important words that they learn while playing the game and can use them in their writing.
- **Flashcards:** Students can use flashcards to learn different words. There are many smartphone apps that can help students to make flashcards and they can make a number of words everyday to increase their vocabulary.
- **Use new Words in Conversation:** Students must try to use new words in their conversation. They can use the words that they learn from reading or while watching TV in their conversation to remember them.

Due to inadequate training, poor learning tactics, weak memory, or learning difficulties, people frequently struggle with language. The Response to Intervention program (RT I) aids in expanding one's vocabulary. Your communication abilities will develop as a result of studying and learning new words, as well as using them in various situations. To expand your vocabulary, keep acquiring antonyms, synonyms, connotations, idioms, and phrases and reading a variety of literature.[†]

1.2 The role of word games to brush up language learners' vocabulary.

[†] Allen, V.F. (1983) Techniques in Teaching Vocabulary. Oxford: OUP

Learning foreign language vocabulary is the important element. The difficulties that are common found in mastering English are the ability to speak and write well. If we cannot understand the meaning and the usage of vocabularies good way, sentences construction, it may cause communication process cannot be effectively. Unfortunately, most of the teachers are concern in explaining grammar; they do not have a special time to teaching vocabulary. Also, students only remember the primary meaning without knowing the other meaning and function. Although we know that grammar is as important as vocabulary for learning language. If people have vocabularies without knowing grammar they cannot create a right sentence. Even vocabulary can be learnt through experience it cannot be consider in significant for successful language learning. And also Wilkin's says "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." So from that statement above, teaching language must emphasize in both vocabulary and grammar. We can put vocabulary higher than grammar. There are many ways that can be conducted in teaching English, such as songs, poems, pictures and games. Therefore, the writer analyzes how teaching vocabularies using games in conducted and how are the results. It is easy to be understood by students. However, teaching English using games has an important role. First, as students, games can motivate children greatly and there are activities which are usually familiar to the children as regards structure, rules, etc. The second, the students are easy to accept the lesson by using games, because games are fun and make students open- mindedly.[‡]

Vocabulary has many definitions such as English skill. According to Richards and Renandya: "Vocabulary is a core component of language proficiency and provides much of the basic for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discourages from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different context, reading, or watching television." In other word, vocabulary is the most essential of many aspects language. When people have large knowledge about vocabulary, they better in many aspects automatically. And also, they can be more confident to use their ability. So, learners need to learn seriously because without vocabulary and acquiring strategies that used they will be found difficulty in English skill. For example, when someone reading a novel or newspaper in foreign language but he/ she lost the meaning in one sentence or paragraph, which is the clue in the context of the story or article so that he/ she cannot understand about the story. Teaching vocabulary is not easy as we think. We have to find the way to deliver material in a good way, which is why the teacher supposed to be creative in vocabulary. Thornberry mentions some techniques for remembering word in teaching vocabulary. They are using mnemonic or often called key word by picture, word card, guessing from context, coping strategies for production, using dictionary, spelling rules (usually using dictionary that

[‡] Fan, M.Y. (2003) Frequency of use, perceived, usefulness, and actual usefulness of second language vocabulary strategies: a study of hong kong learners. *The Modern Language Journal*, 87, 222-241.

used to check it), keeping record, motivating.[§]

Wright state that “game is an activity which entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others.” The statement above suggests that the teachers must bring the games when they are teaching the English language. In order to the students are not feeling bored and lazy when they are learning English.

The Advantages of Games in the Classroom.

According to Huyen (2003) there are some advantages of games especially in teaching vocabulary: “First, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way.” Based on the statement above, games are very useful for the learners while they are learning English. Learning English can be easier and the students can be open mindedly. Even they do not understand about the meaning of the games it can make the students seek to understand how to play the game. So, all of the students take part to play the game. Classifying games into categories can be difficult, because categories often overlap. Hadfield (1999:102) explains two ways of classifying language games. First, she divides language games into two types: linguistic games and communicative games. Linguistic games focus on accuracy, such as supplying the correct antonym. On the other hand, communicative games focus on successful exchange of information and ideas, such as two people identifying the differences between their two pictures which are similar to one another but not exactly alike. Correct language usage, though still important, is secondary to achieve the communicative goal.^{**}

The second taxonomy that Hadfield uses to classify language games has many more categories. As with the classification of games as linguistic games or communicative games, some games will contain elements of more than one type.

CONCLUSION

Using educational games for the improvement of the students' vocabulary retention has been widely used in the educational setting for many decades. The acquisition of vocabulary as part of the sub skills of the English language is considered a vital part of learning any target language.

In this study, I deal with the subject of developing vocabulary in Game activities and game materials. Using an experimental method, this study studied the relative effectiveness of the use of a fun game, games activities, game materials on developing new vocabulary acquisition, and the other abilities for primary school students or English course learners in Uzbekistan. Both

[§] Green, J. M. & Oxford, R. (1995) A closer look at learning strategies, L2 proficiency, and gender. TESOL Quarterly, 29, 261-297.

^{**} Gu, Y. (1994) Vocabulary learning strategies of good and poor Chinese EFL learners. <http://eric.ed.gov/PDFS/ED370411.pdf>

teachers and students agree that use of fun games should have a place in learning and developing English vocabulary for primary schools or English courses of Uzbekistan.

During my teacher's training, I learned that it is important to learn about their characters and to get to know them. Every learner is different and we need to view each person individually, we cannot use all the time memorization method in the classroom. They moreover need to prepare good techniques and suitable materials in order to gain the second language learning. Therefore, I tried to show how some methods and approaches could be used in the lessons while learning new vocabulary. I also mentioned about vocabulary – what it is, how it can be taught, what is learning strategies and ways that vocabulary can be offered. Games create good learning situation where there is no stress and anxiety, language learners can benefit a lot from its use, as a result, improve the learning outcomes. We can realize that the two suggested hypotheses are confirmed. The found results assert that games are really helpful and effective in learning vocabulary; however, they should be used as a complementary instrument besides others. The learners have responsibilities while playing games and this helps them to be responsible individuals while learning the language. Games are good sources of significant repetition and context.

Therefore, regarding the results of the study, the following pedagogical implications might be suggested:

- Considering the age, more game activities should be arranged for the young learners;
- The games should be interesting, motivating and exciting. Otherwise they don't draw learners' attention and this can cause reluctance;
- The time and the activities should be planned very well. The problem of noise should be controlled;
- The games can be used as a source of fun in the lessons;
- Games should be a part of teaching for the teenagers, as well considering their age, likes and dislikes;

Today, vocabulary learning is better understood thanks to the pioneers in the fields of incidental vocabulary learning, memorisation and mnemonic techniques. But there are still unanswered questions, and the following three points are what I consider to be the most important issues for future research:

- research efforts have mostly been directed towards discovering the 'best' strategy for vocabulary retention, ignoring the diversity of strategies students actually employ;
- quite a lot of emphasis has been put on incidental vocabulary learning, overlooking the potential of intentional learning;
- Research into vocabulary learning conducted in the linguistic tradition has concentrated on the product (what is learnt or is to be learnt) rather than on the process of acquisition (how things are learnt);

The choice and effectiveness of vocabulary learning strategies depend on the task, the learners and the context. In future, researchers may want to identify strategies which help learners acquire multi-word expressions or which are specifically applicable to students at different levels of proficiency. In addition, the contextual perspective must not be underestimated in our search for the perfect strategy.

Successful vocabulary learning comprises far more than the presenting and retaining words. A steady L2 vocabulary growth nurtures itself when learners apply strategies aimed more at the use than at the retention of words. What is now needed is a developmental model, which will recognise the intricate complexity and diversity of lexical acquisition.

If we summarize and revise shortly, again the advantages and disadvantages of the fun game that for learning new vocabulary. The Advantages of Fun Game in learning new vocabulary: Most games make learners motivated in using vocabulary instead of thinking about learning the correct form.

- Most of the learners do not like to memorize techniques because is boring but a game is fun and learners are the break from the usual routine of vocabulary session;
- Games are motivating to learners;
- Games are challenging. They can challenge students to be responsible for their learning and knowledge in a new way;
- Games are interactive. They inherently create situations in which students interact with each other;
- A game creates a better understanding for the learners in regards to information, tools, materials, and even the other learners;

The Disadvantages of Fun Game in learning new vocabulary:

- Sometimes a game structure may be too difficult and time-consuming;
- Maybe too expensive Learning outcomes may be “lost” in winning the game;
- Students get tired over time when they find out that games do not match their assessment test;
- Keep under control is difficult in the classroom;
- Game culture and play could be a disadvantage to the learner if not designed correctly;
- Some learners, especially teenagers, may find games unnecessary and childish;
- Straying away from the basic purpose of the game-play activity, perhaps, due to inadequate rules instruction, resulting in playing too much and the lack of learning;
- Usually, a game is difficult to apply in a big class.

As a final point, when the students were interested in learning the material, they would give more attention to the lesson given. That condition gave a good chance for both the teacher and the students. On the time, the teacher could deliver the material very well and the students could understand what they had learned on that day. The first disadvantage of applying games in teaching learning process was by attracting student’s interest to games, all of them were active and made noisy. Sometimes they too much moved and spoke. That condition made the teacher difficult to control them